

Student Review Panel – Courses Process

Goal:

Student feedback via course evaluations is an integral component of our ongoing quality and improvement process. The Student Panel Reviews provide an opportunity for each course director and assistant director to meet with a group of medical students who represent their peers in providing feedback on strengths of the course and recommendations for improvement.

Course directors will take recommendations stemming from the student review panel under serious advisement, with the perspective of their experience and national standards. The student review panel reports, together with course director responses, will be reviewed by the Central Curricular Authority (CCA), which will further dialogue with course directors to implement appropriate changes if deemed necessary. Follow-up on implementation of changes will include the Annual Course Inventories for Proposed Changes and the Evaluation Subcommittee 3-year course reviews.

Composition and Selection of Student Review Panel Members:

The Class Officers will be responsible for convening the student panel and contacting the course coordinators to begin the review process.

The student review panel will be composed of seven students and should include one class officer; two students recommended by the course director(s), two students recommended by the Academic Center for Excellence and Accessibility, and two volunteer students.

Within an academic year, students should limit their service to one panel with the exception of the class officer representatives who may serve on two panels.

Time Course of Reviews:

Courses are to be reviewed and the student review panel meeting is to be held within the following time frames which will allow students to provide specific comments for a cogent dialogue with the course director:

Behavioral Medicine and Development	Within the first 6 weeks of Semester 2
Molecular Cell Biology and Genetics	Before the end of Semester 1
Structure of the Human Body	Within the first 6 weeks of Semester 2
Function of the Human Body	Within the first 6 weeks of Semester 3
Host Defense	Within the first 6 weeks of Semester 3
Patient Centered Medicine I	Within the first 6 weeks of Semester 3
Mechanisms of Human Disease I	Within the first 6 weeks of Semester 4
Mechanisms of Human Disease II	During the 1 st or 2 nd PCM3 day
Pharmacology and Therapeutics I, II	During the 1 st or 2 nd PCM3 day
Patient Centered Medicine II	During the 1 st or 2 nd PCM3 day
Patient Centered Medicine III	By October 1 of Year 4

Review Process Overview:

Each member of the student review panel will have an opportunity to review the course evaluations including institutional survey questions, course specific items, and course comments. Comments on individual faculty members will be excluded from the review. Students will also have the prior year's Student Review Panel Report for reference.

The group will synthesize a written report identifying and prioritizing strengths of the course and areas for improvement. Components of the report should include, but are not restricted, to comments on lectures, and as applicable small groups and laboratory sessions, exams, learning resources, sequence of course content delivery.

Specific Responsibilities of student review panel:

The class officer will be responsible for convening and organizing a review panel meeting to allow members of the review panel to prepare an agenda and plan for the eventual review meeting with the course directors.

At their initial meeting, the student panel members will:

- a. Read the evaluation reports. ***These are highly confidential documents that will not leave the Educational Affairs office and will need to be returned to the course coordinator after having been reviewed.***
- b. Develop an agenda for the meeting with the course directors.
- c. Identify and prioritize "strengths" and "areas for improvement" for that course. It is important that the student panel arrive at a consensus as to the important issues they wish to discuss with the course directors. There may not be time to cover the entire list of issues during the meeting with the directors. As such prioritization of the feedback will be necessary.
- d. Determine how the meeting with the directors will be conducted (e.g., class representative serving as a presider; each member takes responsibility for a section, etc.).
- e. Attend the initial panel meeting if the panel member intends to participate in the later meeting with the directors.
- f. Submit a written agenda and a copy of the report prepared by the Review Panel to the course directors and to the coordinator at least one week prior to the meeting with the directors.

Conduct of the Meeting with the Director(s) and the Coordinator

- a. The class officer on the panel will contact the directors and the coordinator to arrange a meeting. Course Coordinators will facilitate the scheduling of the meeting and room reservation.
- b. A student panelist should open the meeting with a statement of its purpose (e.g., “Thank you for the opportunity for us to meet; the panel has reviewed the evaluation reports and identified issues to discuss, etc.”).
- c. The students should begin with a summary of the strengths of the course. It is important to indicate aspects of the course that should continue.
- d. The students should be prepared to suggest possible solutions to areas identified as problematic.
- e. Any discussion regarding faculty will focus on their teaching methods/issues rather than personal behavior.

Any reports of professional mis-behavior of faculty are taken seriously. SSOM provides formal and informal channels for students to discuss their concerns which are outlined in the Academic Policy Manual and through <http://www.stitch.luc.edu/lumen/concern.cfm>.

Post-meeting Summary

The class officer will prepare and submit to the course director and coordinator a written summary of the meeting. This summary should include the original unedited report along with any responses or suggestions made by the course directors.

The Course Directors will add their specific responses to issues raised to the final written report.

The Course Coordinator will submit the complete report, inclusive of course director comments, to a) the class officer b) Chair of the CCA Evaluation Subcommittee c) relevant Curricular Year Director and d) Associate Dean for Biomedical and Translational Sciences

The complete reports will be saved in a designated LUC Box account for access to students, course administrators, members of the CCA and the Evaluation Subcommittee, Curricular Year Directors, and the Educational Deans. The Course Coordinator will post the complete report to the LUC box account. Course directors may modify the report to protect sensitive information regarding course faculty or other select issues.

The Evaluation Subcommittee Chair will facilitate discussion of the report at a CCA monthly meeting.

The review panel reports will be included as data reviewed during the 3-year Course Evaluation process. The Curricular Year Directors will review the most recent Student Review Panel Report as they review the Course Annual Inventory for Proposed Changes.

7. Small Group Discussions, Conferences, Labs & other opportunities for active learning (*if applicable*)

8. Workshops, Simulations & Clinical Skills Exercises (*if applicable*)

9. Assessments, including Exams & Grading Policy

10. Miscellaneous (use this section to identify any other areas or issues not otherwise addressed)

A. Identify areas of specific **strength** of the course, as determined by student feedback.

Course Director Response:

- B. Identify and prioritize potential **areas for improvement** for this course, as determined by student feedback.

Course Director Response:

- C. For the items discussed in (C), please provide **reasonable recommendations for improvement**.

Course Director Response:

- E. Overall Summary and Final Comments

Course Director Response: